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a collaborative effort to hold more training programs to make sure that qualified academic advisors are available to help these students at the university so that they can get the most out of the accommodations and services that available to them.

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advising training programs for academic advisors who work with students with disabilities, as well as improving their understanding of disability and how to interact with students with disabilities through specific training programs for them, in order to overcome the challenges. Gordon (1992) reported that academic advisors are unable to stay successful unless they get ongoing training and development. Academic advisors who don't participate in ongoing training and development risk falling behind the times and becoming ineffective.

Participants suggested providing training programs for students with disabilities to qualify them for university life, as well as helping students and introducing them to the university better. These training programs also will help students with disabilities to understand the role of academic advising. According to Butnariu and Milosan (2012), students who actively engage in the academic advising process have a higher probability of completing their degree.

Bound, Lovenheim, and Turner (2010) found that college enrollment has grown rapidly during the last two decades, but the number of college graduates doesn't match with the growth in college enrollment. To solve this problem, Lowenstein (2015) reported that students benefit from their advisors by first learning about the goals of the general education curriculum, and then using that knowledge to make better informed decisions about their course selections. Since academic advising helps students with disabilities succeed in university, academic advising is dependent on many factors that support academic advising to be success. These factors were discussed by the participants of this study. The participants discussed the importance of having a center for students with disabilities at the university. This center will assist the academic advisors in advising students with disabilities. The participants also discussed the importance of having contact between advisors and the faculty who specialized in the field of disability.

Limitations and future research

A major limitation of this study was that all of the participants were just faculty who work with students who have disabilities. We need future research that include students with disabilities in order to determine their perspective on the academic advising that they get during their study in the universities.

Conclusion

In the recent years, there has been more interest in teaching students with disabilities at the universities, which has led to an increase in research conducted in this area. To ensure that students with disabilities succeed in college, we need to make sure that they have the appropriate environment and services. When students with disabilities get effective academic advising, they are more likely to achieve and graduate from university. According to Cook (2009), faculty members were less interested with advising students and more involved with teaching their subjects as a result of an increase in college enrollment. To overcome this obstacle, we need

as students with no special needs. Positive attitudes will help students with disabilities succeed in their study and graduate from university. Dr. Adel said that "the academic advisor must have positive attitudes towards students with disabilities." Dr. Mansour thought that success of students who have disabilities at the university depends on several factors, with the most important factor being that everyone should accept students with disabilities to study with them. In support to this, Dr. Fahed said that "students with disabilities cannot succeed in university when there are negative attitudes from professors."

Some participants believe that the attitudes and feelings of the academic advisor and professors help students with special needs to survive and graduate from the university. Dr. Majed said that "the academic advisor's belief that this student with disabilities has the ability to succeed and graduate from the university, the biggest supporter and motivator for the student."

Dr. Azzam believed that:

what encourages the academic advisor to advise student is the advisor's belief that the   student will benefit from this advice. Therefore, positive attitudes towards students with   disabilities on the part of the academic advising are the most supportive of the academic advisor to work with students with disabilities.

Discussion

This study was conducted with the goal of discovering academic advisors' perspectives on the strengths, weaknesses, and the obstacles that advisories encounter when advising students with disabilities at universities. According to Harrill, Lawton, and Fabianke (2015), the purpose of advisor is to help the students in accomplishing their academic goals by removing obstacles that the students may encounter while studying in college. The findings of this study showed the strengths and weaknesses of the academic advising of students with disabilities at the universities. Smith, Dai, and Szelest (2006) found that a student's and advisor's relationship can be enhanced if the advisors understand their role well, recognize the needs of each student, and know how to assist these students. Despite the little of training programs in this field, the first theme's findings demonstrated that the participants had knowledge about the academic advising. However, participants demonstrated a desire to develop the knowledge of academic advising about students with disabilities and how to advise these students. This finding supported by Al-Asmi and Thumki (2014) reported that academic advisors should have and know variety of strategies for helping students grow in all areas.

Findings showed the difficulties that advisors encounter when working with students who have disabilities at universities. The results of this study, consistent with Yonker, Hebreard, and Cawley, (2019) found that many professors do not get appropriate professional development training to perform their advising responsibilities effectively. The participants in this study suggested offering academic

ties if there is someone with the academic advisor who can assist and supervise the advisor's work.

Dr. Omar said that:

Co-academic advisors are needed for students with disabilities at the university. Students   with disabilities will get the most out of academic advising if they have an academic   advisor who is an expert in the field of disability and an academic advisor who is an   e x p e r t in the field of their major.

Dr. Adel said that:

Sometimes it's hard to find an academic advisor who knows everything about the skills   and abilities of students with disabilities. So, these academic advisors need supervision   and follow-up from experts in the field of disabilities to help them. In this way, academic advising will work well for students with disabilities.

C- Classrooms and curriculum.

In this sub-theme, the participants discussed the most important factors that help to activate the roles of academic advising to ensure the success of students with special needs. The participants discussed how the practices and design of classrooms and buildings, resources available, curriculum, lecture, and the role of the professor in the class affect the academic advising for students with disabilities. To start with, Dr. Majed who believed that the educational environment must be supportive to the success of academic advising and ensure that students with disabilities benefit from

this advising. He added that to achieve this goal we must "having an educational environment suitable for students with disabilities". Some participants thought that advisors need to know about supports and services that are provided by the university to be able to offer suitable advice to students with disability. For example, Dr. Fahed said that "academic advisor needs to know what resources and support are available at the university." Dr. Omar talked about the roles of the academic advisors by saying that:

The academic advisor's job is not limited to giving advice only, but they should help student with disability having educational environment that fits their skills and abilities by asking the college administration to make this happen.

Some participants pointed out the importance of providing tools for the professor to teach students who disabilities well. For instance, Dr. Ahmed thought that it is necessary to provide the references and resources needed by the professor to teach students with disabilities correctly. Dr. Kaled added that "academic advisor will only advise. The one who will do the teaching is the professor. There is a need to educate these professors how to teach students with disabilities."

D- Perception about students with disabilities.

Participants talked in this sub-theme about the effect of having good attitudes towards students with disabilities by academic advisors, faculty members as well

views on how students with disabilities can fully benefit from their academic advising. In this theme, participants discussed many points that are so important to ensure success of academic advising, which in turn helps students with disabilities to succeed at the university. Academic advising does not depend only on only just an academic advisor, but there are a set of factors that help to ensure that academic advising well helps students with disabilities to succeed at the university. Some important points were agreed among the participants, which supported me to come up with sub-themes: (a) center of special education; (b) supervision; (c) classrooms and curriculum; and (d) perception about students with disabilities. In the following section, these sub-themes will be explained.

A- Center of Special Education:

In this sub-theme, the participants discussed the importance of having a center for students with special needs, which will help academic advisors in assisting students with disabilities. All the participants agreed that providing a center for students with disabilities will help these students and their academic advisors to perform tasks that required of them better. Dr. Majed believed that providing a center for students with disabilities is a form of academic advising because this center will guide and support students with disabilities at the university. Dr. Fahed said that "We need a center for people with disabilities". Dr. Fahed added that "this center will help and educate academic advisors in how to contact with students with disabilities." Dr. Azzam

believed that the center for students with disabilities will help the academic advisor to obtain the support and resources that they need, "whether information or tools". Dr. Ahmed found that communication with students who have disabilities can be challenging for some faculty. He believed that "the center for disability might facilitate meetings between academic advisors and students with disabilities." Dr. Adel talked positively about the importance of center of disability at the university and how it will help students with disabilities succeed in university. He concluded his talk about the center by saying that "center of disability will help students with disabilities to know the roles and tasks of the academic advisor"

B- Supervision:

Some participants emphasized the value of interaction and supervision between academic advisors and faculty members in the departments of special education in universities. This supervision will help to evaluate advisor's work with students with disabilities, which will help the student with disabilities succeed in the university. To start with, Dr. Mansour said that "academic advisor needs to communicate with a faculty member who specialized in this field of disability to answer some of his inquiries". Dr. Kaled said that:

Sometimes the academic advisor advises a student with disabilities without knowing whether or not it is appropriate for this student. The academic advising process will be more beneficial and suitable for students with disabili-

ties, so there must be training for academic advisors to clarify the meaning of disability. Dr. Mansour believed that advisors need programs to educate them on how to contact with students with disabilities. Dr. Majed stated that:

> Sometimes a weakness in the knowledge about the characteristics of the students makes the advice useless because the advice may not be suitable for this student. The training programs about disability help the academic advisors providing advice and guidance students with disabilities in the correct way because it will help these academic advisors to know the disability and the characteristics of these students.

Dr. Azzam insisted that students with disabilities are different in their characteristics and capabilities. When the academic advisor does not have knowledge of how to contact and deal individually with each person, meetings between the advisor and the student might be useless. Training programs will help academic advisors know the individual differences between students with disabilities and how to deal with these differences.

C- Training students with disabilities how to success in the college.

Some participants discussed the importance of training students with disabilities on how to succeed in university. To start with, Dr. Ahmed thought that we need to train students with disabilities on how to succeed in college, and then the academic advisor's role is to help student with disa-

bility achieve their goals. Dr. Kaled said that:

> The success of academic advising depends on two sides. The first side is that the passion and a desire that students with disabilities have to succeed in the university. The second side is that an academic advisor who provides everything that he can for the success these students with disabilities.

Dr. Fahed believed that the success of students with disabilities at the university does not depend only on having a good academic advisor but "we need a student who has skills that help him to succeed." He added that training programs on the beginning of the university are important and necessary for students with disabilities.

D- Professional development issues

All participants expressed a desire to enhance their abilities and skills, but some obstacles must be addressed to make it convenient for them to attend the professional development. For example, Dr. Omar believed that there are shortcomings in the training of academic advisors who work with students with disabilities. In support of this, Dr. Mansour added that "we need to have courses or training in the field of academic advising for students with disabilities." Dr. Ahmed mentioned that in the field of training courses in general, all the training courses that he wants to attend about special education do not fit his time and are not close to his home.

Accommodations and Services

This theme captures the participants'

cate with someone who has knowledge of their condition.

Professional Development

Participants in this theme discussed the need of educating academic advisors to assist and advise students with disabilities. This theme also highlights the importance of providing academic advisors with courses regarding disabilities and individuals with disabilities in order to make these academic advisors completely aware about their needs and skills. All of the participants agreed on some important points, which helped me come up with sub - themes: (a) professional development about academic advising; (b) professional development about special education; (c) training students how to success in the college; and (d) professional development issues. These sub-themes will be explained in the following section.

A- Professional development about academic advising:

This sub-theme discussed how important training is for academic advising and how academic advisors need this kind of training. All of the participants agreed that training is so important to do their jobs as academic advisors. To start with, Dr. Adel thought that academic advisors must understand what advising is and how it helps students. This can only be done through training. Dr. Fahed raised a question which is that, "How can an academic advisor do his job correctly and know how important it is if he hasn't had enough training?" Dr. Omar believed that if academic advisors received sufficient training to do their jobs, it would help them figure out what their roles are and how to help their students. Dr. Omar added that this will definitely help students do well in college. Dr. Mansour mentioned that all students will benefit from academic advisors who received training. Having an academic advisor who knows his or her responsibilities well may have a significant impact on a student's ability to succeed in the college and overcome obstacles.

B- Professional development about special education:

In this sub-theme, the participants discussed the importance of training academic advising about disabilities, and how to contact with students with special needs. All of the participants agreed that training programs for academic advisors are important and necessary so that academic advisors can have full knowledge about disabilities. Dr. Omar stated that:

> To guarantee the effectiveness of academic advising that offered to students with disabilities, the academic advisor must have a comprehensive understanding of the characteristics of students with disabilities. Once the academic advisor has acquired this knowledge, he will be able to assist his students in the right direction. This will happen when academic advisors can actually participate in training programs about disability.

Dr. Adel believed that the subject of disability is still ambiguous for some facul-

understand their jobs and be knowledge-able about academic advising techniques. In support to this point, Dr. Kaled, and Dr. Azzam reported that academic advisors who know about academic advising and understand the different types of academic advising will be able to give better services to their students and help them get out of any obstacles that they face. Dr. Majed mentioned that some advisors are unsure of all their responsibilities as an advisor. They should understand the advisor's responsibilities so they can help their students. Dr. Mansour mentioned that my students sometimes contact me, and through their inquiries, I learn more about my function as an academic advisor. From my interview, I found that Dr. Omar, Dr. Adel, Dr. Fahed highly understood their roles as academic advisor. They reported that their many years as university professors informed them with the duties of academic advisors. They believed that their knowledge allowed them to interact effectively with their students and ensured that their students received the most possible benefit from all academic advising services. All participants believed that academic advising knowledge and skills assists advisors in assisting their students effectively. The more the academic advisor's understanding of academic advising, the more assistance their students got. Dr. Ahmed said that "There is a correlation between how well an advisor knows about way of advising students and how well his students do in their colleges."

B- Knowledge about student with disabilities. This sub-theme discussed the importance of the academic advisors having a knowledge about disabilities and how to deal and contact with these students. This sub-theme also discussed how the knowledge of academic advisors about disabilities and knowing the characteristics of students with disabilities affected the way they advised these students, which helped them do well in college. To be clear, all the participants agreed that the knowledge about disabilities is so important once to be academic advisors of students with disabilities, the knowledge about disabilities is so impertinent. For example, Dr. Omar said that "I need to know more about the characteristics of the student before I advise him". Dr. Azzam added that "academic advisors must know the special characteristics and abilities of students with disabilities. Without this knowledge, academic advisors cannot advise these students correctly". Some of the participants mentioned that when a student with disabilities feels that the academic advisor has full knowledge of his abilities, capabilities and needs, he will feel confident and safe with this academic advisor. For example, Dr. Mansour said that "the student will feel more comfortable if he or she knows that this advisor has a complete understanding of his or her situation.". Dr. Majed, and Dr. Kaled agreed that knowledge about disability makes advising more useful. This knowledge will help advisors understand these students well and also makes it easier for students with disabilities to communi-

names of everyone who participated, so I gave them all pseudonyms.

Analysis tools: The interview data were all saved by the researcher. After putting all the interviews together, I was able to find the most important codes and build study themes.

Data analysis: After I got the codes, I attempted to build themes that fit these codes together to get the results of this study.

Result

The aim of this research was to discover the academic advisors' perspectives on the strengths, weaknesses, and the obstacles that advisors encounter when advising students with disabilities at universities. This research was carried out with eight faculty members volunteered to take part in this study. In order to hide their identities, all participants used pseudonyms. These participants' pseudonyms are Dr. Kaled, Dr. Azzam, Dr. Majed, Dr. Ahmed, Dr. Omar, Dr. Adel, Dr. Fahed, and Dr. Mansour.

After interviewing all the participants and analyzing the data, three themes became clear. Each theme had a number of subthemes that helped to have a good view of how universities advise students with special needs, what obstacles academic advisors face, and how academic advising may be successful for students with disabilities. All of the participants are native Arabic speakers. I translated the data into English after the interview and data collecting from the participants. The three themes which are knowledge, professional development, and accommodations and

services will be discussed with their subthemes in the following section.

Knowledge

This theme captures the knowledge of faculty members about academic advising and how advise students with disabilities in universities. This theme was used to clarify the perception of academic advisors about their knowledge toward academic advising, as well as their perception about their knowledge of advising students with disabilities. This theme clarifies the importance of knowledge for academic advisors and the extent of the impact of this knowledge in activating the role of academic advisory and its impact on student success at the university. Participants talked for a long time and in great detail about how good knowledge that academic advisors have help students with disabilities. When I talked to the individuals who took part, I found that they all agreed on some important points. Therefore, subthemes emerged as a result of this. This led to create two subs – themes: (a) knowledge about academic advising; and (b) knowledge about students with disabilities. I will explain in detail on these sub - themes below.

A- Knowledge about academic advising. This sub-theme highlighted the necessity of academic advisors having complete understanding and awareness of the academic advising process and role. For example, the majority of participants stated that in order to help students with disabilities succeed in college, advisors must

es, less academically prepared students, adults, those with disabilities, and other new students who required a different approach to services, including academic advising, than had been traditionally offered. These changes laid the groundwork for the expansion and specialization of academic advising. (pp. 22).

McLaren stated that:

It is important that academic advisors take students 'situations into consideration and advise them to keep their workloads manageable in order that they might realize their academic potential. As academic advisors, we may need more information about our students today than in the past. We need to be sensitive to the needs of students and to try to direct them in such a way that they do not overburden themselves. We must guide students and encourage them to plan their academic programs under optimal conditions that allow them to perform well academically and prevent them from jeopardizing their future opportunities. (McLaren, 2004, pp. 173-175).

Methodology

The qualitative research played a significant factor in this study. Merriam (1997) believed "qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have had in the world" (p. 6). Therefore, the researcher believed the qualitative method is appropriate for this study. Creswell (2008) reported that "learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research" (p. 175).

Participants

I interviewed faculty members who met the following criteria: (a) faculty members who work with students with disabilities, (b) faculty members work at public universities, (c) faculty members with a Ph.D. and, (d) faculty members who have taught at universities for at least two years. There were eight faculty members agreed to take part in the study.

Data Collection and Recording

Interviews. Data collection in this research was collected by using semi-structured questions. Lapan et al. (2012) reported that the goal of a semi-structured interview is to cover a broad variety of topics and investigate any similarities between them. Each participant was given an hour to gather the information that was needed. Separate interviews were conducted with each participant.

Recording of interviews: During my conversation with the participants, I took notes on the most important things they said and, with their permission, the conversations were recorded.

Data Management and Analysis

Transcription: When I was done with all the interviews, I wrote down each conversation. I transcribed each interview to analyze all the interviews. I didn't use the real

literature in higher education. Advising professionals should be conducting research...seeking grant money to research and implement programs, and publishing results in diverse academic journals in which this field is presently underrepresented. (pp. 51)

The first theme that will be discussed is related to the level of student satisfaction with their academic advising. To start with Sutton and Sankar (2011), who conducted research with the goal of understanding the levels of student satisfaction in relation to academic advice. There were just 15 students who participated in this study. The result showed that students were most happy with advice from their advisor on prerequisite coursework for engineering school. Students were less satisfied with information on mentorship, alternative majors, and recommended courses. Belcheir (1998) to find out how satisfied college students were with the academic advising at their institution, in which 890 students from 21 colleges participated. The result showed that 60% of respondents said their advisor sessions lasted 15 minutes or less, and 50% thought this was sufficient. Other findings from the responses to the survey indicated that nearly 30% of respondents did not currently have an advisor.

The second theme that will be discussed is related to the importance the meeting between students and their advisors. To start with, Grosset (1991) analyzed how often students meet their advisors. Findings showed a strong link between retention and the quality of interactions with advisors. The research also found that the kinds of interactions that were shown to be beneficial to students' development influenced whether or not those students choose to stay in the program. Another study that examined the benefit of meeting with the advisors conducted by Seidman (1991). 278 college freshmen were randomly allocated by Seidman (1991) to either no advice or advice before and after enrollment. During first year in the university, the treatment group met with advisors to go over academic plans, extracurricular activities, and overall progress. The results revealed that students who met with the advisors had a higher chance of staying in college and returning for a second year.

The third theme that will figure out the significance of academic advising. To start with, Addus, Chen, and Khan (2007) who looked at how well college students did and how often they sought assistance and advice. The result showed that many students struggled in college but didn't get the assistance that they needed. The result showed that many of the students who requested help thought the assistance was ineffective, and many of them preferred college advising services. College students require early academic supervision and advice such as the beginning in their first year.

Cook (2009) affirms:

Growth of community colleges, open admissions, and federal programs of financial support brought first generation college attendees, students from lower socioeconomic circumstanc-

Saudi Universities?

Importance

1. This study will help to find the strengths and weaknesses in the academic advising system for students with disabilities at universities so that improvements can be made to the strengths and the weaknesses can be addressed and solved.

2. Academic advisors at the university have unique challenges when working with students with disabilities. This research will help to identify those challenges and provide potential solutions.

3. The results of this research will be used to improve academic advising at universities and ensure that all students with disabilities get the maximum benefits from the academic advising during their journey in the university.

Definitions of Key Terms

Academic Advising: The process through which a representative of an educational institution (the advisor) interacts with students to provide them direction in all aspects of their development such as academic, professional, and personal (Drake, 2011).

Writer Definition: The process of communication between a student and a professor at a university with the purpose of offering the student academic guidance.

Academic Advisors: Faculty members who advise students on how to best use their time and resources to achieve their academic goals (Schlosser & Gelso, 2001).

Writer Definition: a knowledgeable university professor who offers guidance to students that fit their abilities and skills.

Departure: The time at when a student makes the decision to stop attending the university they are currently attending (Braxton, Brier, & Steele, 2007).

Writer Definition: The student's failure to complete his studies at the university because his low academic level, prompting him to make the decision to quit the university.

Retention: An activity conducted by an education institution with the goal of helping and supporting students to finish their degrees (Hagedorn, 2012).

Writer Definition: Everything the university does to assist students graduate on time, including techniques, activities, and interventions.

Literature Review

In this part, I will discuss the most important studies that related with the topic of the study. This section will focus on three themes that will cover all areas in this study. However, the researcher found a lack of research that touched on academic advising. This finding supported by Schulenberg and Lindhorst (2008) who claimed that:

> All members of the academic advising profession need to speak more specifically about the ways in which academic advising yields new insights that can transform institutions, and these insights should contribute to the scholarly

systems that effectively cover the needs of students with disabilities. According to Hunter and White (2004), there are several strategies that may support and help students learn more effectively. Academic advising is one method that is becoming recognized for its potential to help students become more engaged and interested in their studying. In support to this, Smith and Allen (2006) reported that students are more likely to complete their education, be happy there, and eventually graduate when they receive effective academic advising.

Through my work in the Department of Special Education at a university where I specialized in the field of disability and my work as Vice Dean of Admission and Registration for Academic Advising Affairs for many years, I found that effective academic advising helps college students do well in university. In support of this, Drake (2011) reported that the most effective approach for universities to accommodate the different requirements of their students is through advising. Academic advising is an effective way to respond to the demand of each individual student. To ensure that students with disabilities succeed in universities, it is essential that they must have access to a wide range of supports. Most importantly, these students must have high-quality academic advising that supports them once they face academic problems.

Students' chances of succeeding in college improve when they have access to academic advisors who can provide them with the extra support that they need to overcome institutional barriers. (Dadgar, Nodine, Reeves-Bracco, & Venezia, 2014).

As a result of my work in the area of academic advising for many years and my specialization in the area of disabilities, I have noticed that research examining academic advising for students with disabilities has several gaps. Mamboleo et al. (2020) found that disability understanding and access to education and classroom activities are limited by the lack of interaction between faculty and students with disabilities. Therefore, this study aimed to investigate academic advisors' perspectives on the strengths, weaknesses, and the obstacles that advisories encounter when advising students with disabilities at universities.

Purpose of the Study

This qualitative study was conducted with the goal of discovering academic advisors' perspectives on the strengths, weaknesses, and the obstacles that advisories encounter when advising students with disabilities at universities.

Specific Research Questions

1. What practices do academic advisors perceive as effective to apply the academic advising of students with disabilities at the Saudi universities?
2. What challenges do academic advisors encounter when working with students who have disabilities at Saudi universities?
3. What strategies can be used in Saudi universities to develop academic advising for Students with Disabilities in

purposes of enrolling them for courses and planning their class schedules.

Smith and Allen (2006) reported that developmental advising considers all aspects of the student's development. This includes the student's abilities, skills, goals, attitudes, and personal growth. Students may practice decision-making and problem-solving abilities because of this type of advising. Barbuto et al. (2011) reported that every student is given the chance to build a good relationship with his advisor in the developmental advising type. During this part of their relationship, the advisor has gained the knowledge necessary to figure out the uniqueness of each student's requirements to provide them with information and assistance that is tailored to meet those needs. Developmental advising "stimulates and supports students in their quest for an enriched quality of life and it focuses on identifying and accomplishing life goals" (Hale et al., 2009, pp. 313 -324).

Donaldson et al. (2016) reported that intrusive advising makes it possible for a student to make the switch from concentrating just on course selection to discussing their long-term academic goals and the resources required to complete their degree with their advisor. Fowler and Boylan (2010) reported that intrusive advisors specifically target students who are at danger of academic failure. This kind of advising seeks out students who are at danger of failing their academic programs and tries to help them by giving them the right academic advice and providing them with the appropriate academic guidance. Earl

(1988) reported that the combination of developmental and prescriptive advising, which reaches out to students as soon as they are experiencing academic failure and provide providing appropriate academic guidance, is the basis of intrusive advising.

On the end, Hale et al. (2009) conducted a study to determine the advising style used by current academic advisors and the desired advising style of the student. A survey was used to collect information from the participants. There were 249 participants in the study. The results indicate that 78.2% of all college students received developmental advice. Almost all students (95.5%) deemed developmental advice to be the most effective kind of advising.

Statement of the Problem

Universities work hard to provide a learning environment that allows all students to succeed and graduate. Harrill, Lawton, and Fabianke (2015) reported that colleges and universities put in a lot of effort to assist students in overcoming difficulties in their programs by establishing support systems including tutoring, counseling, and academic advising. Even with all of these supports, students with disabilities still need services that help them study in college without problems and graduate on time. According to Cawthon and Garberoglio (2021), students with disabilities need access to specialized services and accommodations designed to ensure their academic success in higher education. Accardo, Kuder, and Woodruff (2018) reported that the university community has to work together to develop substantial support

Trimble (1993) found that advisors who get extra training and have clearly defined tasks have the ability to effectively assist as an early warning system that aids distressed students by offering effective recommendations and processes to enhance the overall student experience. According to the favorable influence that academic advising services have on students' academic progress and their desire to continue and graduate (Braun & Zolfagharian, 2016), Alvarez and Towne (2016) reported that higher education institutions are becoming more understanding of the need of training and development for academic advisors. Barnhill, Polloway, and Sumutka (2011) found that approximately 180 universities and colleges in United States provide courses and training for faculty members on the topic of autism spectrum disorder. However, "many colleges and universities still lack coherent policies around accessibility, and those that have them sometimes struggle to enforce or define them across the entire university" (Lieberman, 2019, p. 1). Therefore, Filson and Whittington (2013) reported that academic advisors must be well trained to suit their needs and enhance their knowledge and skills in order to assist university students. Tuttle (2000) found that continuous training and professional development in academic advising are significant in higher education because they contribute to the goal of an institution of higher education, create a culture that is primarily focused on the student, address the student obstacles, and involve students in the academic advising process.

Types of Academic Advising

Walters and Seyedian (2016) found that advising meetings might make use of a variety of technological tools. For example, advisors have access to a variety of communication options, including as text messaging, email, and notifications posted on a learning management system (LMS) (Gaines, 2014). Darling (2015) reported that coaching, providing assistance and delegation, acting as a counselor or educator, or taking on a parental role are some examples of possible advising techniques.

Crookston (1972) suggested three types of advising styles: prescriptive advising, developmental advising, and intrusive advising. Anderson, Motto, and Bourdeaux (2014) reported that in the prescriptive advising, there is just one-way communication between the advisor and the students in which the advisor just supports the students with the course selection and which course should register in each semester. When it comes to course selection and registration, the advisor is there to help. "With prescriptive advising the emphasis is on telling students what to do and what they need to know rather than providing them with choices and opportunities for decision making" (Smith & Allen, 2006, p. 56). Allen and Smith (2006) described prescriptive advising as the use of the advisor's authority to give information to the students about their classes. Donaldson, McKinney, Lee and Pino (2016) reported that students who engage in prescriptive advising may have the expectation that their academic advisor would just act as a resource for the

port they need at their university because they don't know enough about their rights, about the resources that are available to them, and about their disability and how it affects their ability to study. Therefore, Cawthon and Garberoglio (2021) reported that students with impairments who are transitioning to university require special assistance. Al-Asmi and Thumiki, (2014) found that students' academic development and performance are directly linked to the level of satisfaction students have with their educational institutions' facilities, academic advising, and teaching methods. Light (2001) reported that "Good advising might be the single most underestimated characteristic of a successful college experience" (p. 81). Hamblet (2014) reported that students who have disabilities in the college need to know where to find services, present evidence of the disabilities, and be aware of the college's accommodations for students who have disabilities. Nurra and Oyserman (2018) found that more successful students in the future will be those who are given specific goals and visions. They are likely to have greater levels of academic achievement. Drake (2011) stated that student retention is comprised of three major components: first-year services, student support services, and academic advising. Tinto (1987) reported that S

student retention is significantly impacted by academic advice. However, an additional obstacle that facing students with disabilities to have an equal education was generated by a lack of training on the part of administrators (Herbert et al.,

2020). Black et al., (2014) found that positive views toward students with disabilities were more prevalent among instructors with more experience dealing with students with disabilities and instructors who are training how to interact and communicate with these students.

Professional Development and Training

Colvin (2013) reported that Advisors have a responsibility to be knowledgeable about a variety of strategies that may be utilized to avoid barriers that prevent students from earning their degrees. According to Hagen and Jordan (2008), to work as an academic advisor, you must have at least a bachelor's degree in any field. Darling (2015) found that one of the most prevalent obstacles faced by advisors is a lack of training and the necessary expertise to serve students in an academic environment. Harbor and Greenberg (2017) reported that it does not seem that schools are following their responsibility to provide all faculty and staff with training about disability- and the appropriate accommodations for those with disabilities. Harbor and Greenberg (2017) acknowledge that "faculty knowledge about services and accommodations tends to be insufficient" (p. 10). According to N. King (2000), advisors' training is aimed at increasing student satisfaction and perseverance by improving the quality of advising services. Alvarez and Towne (2016) found that increasing the amount of professional development that advisors get in the field of specialized education might have a beneficial impact on the amount of success that students achieve. Allen and

have disabilities obtained the necessary assistance and accommodations. Only 68.9 percent of college students who have disabilities received the accommodations and assistance that were made available to them. Therefore, it is necessary and significant for universities to employ and make use of highly qualified academic advisors since the work of the academic advisor is essential to the success of students in universities. (Wiseman & Messitt, 2010). Advisors have many roles that require them to be highly qualified. As an illustration to this point, effective advising relies on advisors' understanding of the educational process, especially degree requirements (Al-Asmi & Thumki, 2014). Grites, Gordon, and Habley, (2008) reported that Advisor should be familiar with the institution's policies, rules, and laws covering admissions and registration, as well as the available resources. Guzman (2014) reported that providing educational advising to students on topics such as courses and suggestions, career choices, and degree completion is the primary responsibility of an academic advisor. All of these roles are best handled by a highly qualified advisor. Kitzrow (2003) discovered that counseling facilities play a crucial role in helping the moving to college and supporting students with special needs, including those related to mental health. Grites et al. (2008) argue that academic advising profession should demonstrate its ability to help students, institutions, and higher education succeed by taking advantage of every opportunity.

Theoretical Perspectives

Disability and Academic Advising in the Higher Education

Regardless of the reality that higher education is seen as the way to meaningful job and an improved quality of life, students who have disabilities lag far behind their friends in achieving this goal (Francis et al., 2019). According to Taylor (2015), one among the most essential problems that professionals in higher education are attempting to solve is the existence of wide gaps and difficulties in college readiness as well as graduation from university on time. Tinto (2012) found that numerous students enroll in higher education with no prior knowledge about what would be required of them. Koch et al., (2018) reported that students who have disabilities have a greater likelihood of not completing their first year as an undergraduate due to the challenges they face. A failing grade in their college courses is a possibility. Huskin et al., (2018) reported that there are some obstacles for students who have disabilities in the higher education which are institutional and others that are social. Institutional and social obstacles may be faced by students who have disabilities on the campuses, with the latter having an impact on both structural barriers and campus attitudes. In general, throughout college, students with disabilities are less integrated socially and academically than their classmates who do not have disabilities (Koch et al., 2018;). Newman and Madaus (2015) reported that some students who have disabilities may have a difficult time finding the sup-

stand how their specific disability influences their learning, it may be difficult for these students to evaluate whether or not they need assistance (Newman & Madaus, 2015). Academic advising is provided by universities to help students learn about resources available, academic requirements, course requirements, as well as to acquaint students with university cultures (Suvedi, Ghimire, Millenbah, & Shrestha, 2015). In support of this, Drake (2011) claims that "the end goal of higher education must be the retention, persistence, and graduation of students; as such, academic advising is the key to engagement in their education goals" (p. 11). Academic advising is defined as "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach" (Kuhn, 2008, p. 3).

According to Keup and Kinzie (2007), the level to which students are satisfied with the environment of their college is most strongly correlated with the excellent academic advice they receive. Barriers can be reduced and perseverance in completing a degree can be improved when an effective academic advising strategy is created between student and academic advisor (Lukosius, Pennington, & Olorunniwo, 2013). Darling (2015) found that academic advising try to assist students succeed in school and to remove any obstacles that may stand in their way early. For example, when a student meets with an adviser on a

regular schedule, the likelihood of the student continuing in the program increase, while the risk of the student dropping out lowers (Ryan, 2013). During the meeting, the advisor is able to provide students guidance on how to arrange their academic courses as well as how to handle tasks and homework outside of school (Ohrablo, 2018). Capstick et al., (2019) found that the average student grade and the percentage of educators who stay in college have been shown to benefit from the frequency with which they meet with an advisor. Drake (2011) reported that students can be motivated to do well in college, their retention rates can be raised, and academic achievement can be ensured by good practical advising and regular meetings with the advisor. White (2015) reported that it is important to seek out academic advising because receiving inaccurate information about required subjects and enrolling in the inappropriate classes can lead to a delayed graduation date.

However, Geller and Greenberg (2009) found that the transfer of students who have disabilities from high school to college may be challenging due to the unique challenges they will experience in universities. In order to discover the reason for the challenges that students with disabilities face when they are attending college, Newman et al., (2011) found that there was a gap in the amount of assistance and modifications given to students with disabilities in high school and those in universities. In high school, Newman et al. (2011) found that 87.1% of students who

Academic Advising for Students with Disabilities in Saudi Universities.

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الإرشاد الأكاديمي للطلاب ذوي الإعاقة في الجامعات السعودية

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Abstract

Academic advising is one of the most essential services provided to student with disabilities to success at university. The educational organizations should provide the appropriate environment and services to those students. Academic advising is provided by universities to help students to learn about resources available, academic requirements, course requirements, time management and to acquaint students with university culture. In this study, qualitative research is conducted to discover the academic advisors' perspectives on the strengths, weaknesses and the obstacles that advisories encounter when advising students with disabilities at universities. This research is conducted with volunteered 8 faculty members who worked in Saudi universities. The study comes up with three themes: (a) knowledge, (b) professional development, and (c) accommodations and services. These themes were analyzed and discussed in depth.

Keywords:

disability, students with disabilities, academic advising, professional development, and services.

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ملخص البحث

يعتبر الإرشاد الأكاديمي أحد أهم الخدمات المُقدمة لطلاب ذوي الإعاقة للنجاح في الجامعة. حيث أنه يتوجب على المؤسسات التعليمية توفير البيئة والخدمات المناسبة لهؤلاء الطلاب. تقدم الجامعات الإرشاد الأكاديمي لمساعدة الطلاب بشكل عام للتعرف على المصادر المتاحة والمتطلبات الأكاديمية ومتطلبات المادة وكذلك مساعدة الطلاب على إدارة الوقت وتعريف الطلاب بثقافة الجامعة ومرافقها. قام الباحث في هذه الدراسة بإجراء بحث نوعي للتعرف على وجهات نظر المرشدين الأكاديميين حول نقاط القوة والضعف والعقبات التي تواجههم عند تقديم المشورة لطلاب ذوي الإعاقة في الجامعات. تم إجراء هذا البحث مع ثمان مشاركين من أعضاء هيئة تدريس يعملون في الجامعات السعودية. تتمحور نتائج هذه الدراسة في ثلاثة محاور: (أ) المعرفة، (ب) التدريب، (ج) الخدمات والتسهيلات. تم تحليل هذه المواضيع ومناقشتها بعمق وكذلك تقديم التوصيات .

الكلمات المفتاحية:

الإعاقة، الطلاب ذوي الإعاقة، الإرشاد الأكاديمي، التدريب، الخدمات.

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Introduction

Multiple factors within higher education influence student engagement and perseverance. It has been established that academic advising is the most essential element of student retention and participation in higher education (Gordon, Habley, Grites, 2008). Throughout the history of higher education, the function of academic advising has changed as institutional demand for advising has expanded with changes in organizational and curriculum structure (Himes & Schulenberg, 2016). Since many students with disabilities are unaware of the resources that are available to them and they are unable to under-